



Week 4: Action Planning and Personal Growth

Overview

So far in the Comprehensive Needs Assessment of your selected campus, you have evaluated the various Academic Excellence Indicator System (AEIS) reports and selected a target area of weakness. You have written a measurable goal and objective for the target area, and you have researched strategies and activities, including specific professional development, to address the target area and meet the goal and objective.

This week, you will complete a campus action plan and an agenda for a one-day professional development that addresses the target weakness.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 4 Assignment: Action Planning and Professional Growth				
Part 1: Create a campus action plan	Completes action plan with all critical elements from the lecture and PowerPoint addressed. Includes a minimum of three strategies/activities to address the objective in the action plan. (10 points)	Completes action plan with five to six critical elements from the lecture and PowerPoint addressed. Includes two strategies/activities to address the objective in the action plan. (8 points)	Completes action plan with one to four critical elements from the lecture and PowerPoint addressed. Includes one strategy/activity to address the objective in the action plan. (7 points)	Does not complete an action plan. (0 points)
Part 2: Complete an agenda for one professional development day.	Develops a professional development agenda that connects directly to the goal and objective stated in the action plan and includes the topic, subtopic, and strategies/activities for the agenda's delivery. Completes a detailed timeline and evaluation plan for follow-up professional development to ensure implementation. (10 points)	Develops a professional development agenda that addresses the goal/objective cited in the action plan but does not specify strategies/activities to deliver professional development. Creates a follow-up plan that lacks sufficient detail for timeline and/or evaluation plan. (8 points)	Develops a professional development agenda that fails to address one of the following: the goal/objective cited in the action plan or a follow-up plan for professional development and implementation. (7 points)	Does not tie the professional development agenda to the goal/objective stated in the action plan or state strategies/activities for professional development delivery. Does not create a timeline or follow-up professional development. (0 points)
Responses and Mechanics	Few errors in grammar, spelling or punctuation. (5 points)			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. (0 points)

Part 1: Campus Action Plan (ELCC 1.1 s-ii; 1.2 s-i, 1.3 s-ii; 1.4 k-i, ii, iv; 2.1 k-i, s-i, ii, iii, iv; 2.2 k-i; 2.3 k-i, s-i, ii, iii; 2.4 k-i, ii, s-i, ii, iii; 2.5 k-i, s-i, ii, iii; 2.6 k-i, ii; 2.7 k-i, s-i; 2.8 k-i, s-i, ii; 2.9 k-i, s-i, ii, iii, iv)

For a campus to make lasting change, school improvement must be an ongoing, continuous process. In Part 1, you will demonstrate your understanding of continuous improvement by creating an action plan for an area of weakness that you identified in an analysis of AEIS data. Your budget for the plan is \$10,000.

Directions:

- In Resources, locate and view the PowerPoint, *District and Campus Planning and Decision Making*, from Education Service Center XV. This PowerPoint provides information that will help you successfully complete the action plan for your Application assignment.
- Review the Friend ISD Action Plan, and use it as an example for creating the action plan for your selected campus.
- Complete the action plan for your selected campus. Remember your budget is \$10,000.
- This sample plan is “very” minimal. Research scientifically based strategies and programs including technology strategies and programs and professional development. (See Resources: Helpful Websites-Weeks 3 & 4). Be creative in your action plan.

Sample Action Plan

Goal: Friend ISD will have an Exemplary rating by 2013.				
Objective: By May 2010, 86% of all students and student groups*, including special education students tested, will pass all portions of the state assessment, and the performance gap will be reduced by 10% between student groups.				
Activity Strategy	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
Provide after-school tutorials for students at-risk for failure.	Sonia Jones	Oct. – Nov. 2010 Jan. – April 2011	SCE Funds Materials: \$2038 .4 FTEs: \$11,480	Students at-risk for failure will demonstrate improvement on six-week exams and benchmark tests, per disaggregated data reports.
Hire two additional math teachers to reduce the student-teacher ratio from	Edward Goodwin	Aug. 2010 – May 2011	SCE 1.4 FTE: \$42,000 (140 students, 5 math teachers, 70% at-risk Need 2 additional teachers to reduce the ratio to 20:1 Calculation: 2 teachers	Improved six-week grades for all students, especially those at-risk for failure in math.

28:1 to 20:1 to meet the needs of students at-risk for failure in math.			hired at \$30,000 each; 70% of \$60,000 charged SCE)* *Not included in the plan	
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Campus Action Plan

Goal: By 2013, La Vernia High School will meet the AEIS Exemplary standard in Mathematics for all students and all student groups.				
Objective: At least 90% of all Economically Disadvantaged students at La Vernia High School will meet standard in Mathematics on the 2010-11 TAKS administration.				
Target Group(s): Economically Disadvantaged Students in Grades 9-11 Mathematics Classes				
Activity/ Strategy (Include 3)	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
1. Deliver ongoing professional development through establishment of a professional learning community designed to ensure we are teaching our students a conceptual rather than just a procedural understanding of mathematics.	Dr. Diane Fisher, A.S. for Curriculum & Instruction; Becky Johanson, District Mathematics Coordinator	Ongoing throughout 2010/2011 school year; one full-day session during Inservice Week (August 2010); two half-day follow-up sessions during inservice days in October 2010 and January 2011.	2 days training time (1 full, 2 half days) from Professional Development Allotment Calendar; LVISD Support Center Training Room #1; Refreshments \$200.00; Materials \$300.00	Students will demonstrate improvement on conceptual analysis components of weekly embedded performance assessments and bi-monthly benchmark assessments per disaggregated data analysis.
2. Increase differentiation in mathematics instruction by	Cheryl Barron, H.S. Principal; Becky Johanson,	Ongoing, starting in 2010/2011 school year.	Access to UDL Lesson Builder, Moodle, Project Share eLearning Platform, Seawinn Online	Teachers will demonstrate an increased variety of instructional

developing a better understanding of student learning styles.	District Mathematics Coordinator; Diane Gonzalez, Math Dept. Head		Curriculum System and PDAS Online Appraisal System (funded separately by La Vernia ISD, costs not include in this plan).	media to accommodate various learning styles, and will demonstrate increased embedded assessment opportunities for their students based on analysis of their online lesson planner weekly summary reports; teachers will evidence support for various learning styles during classroom observations.
3. Develop enhanced mathematical abilities for economically disadvantaged students through supplemental Kumon Math tutoring.	Becky Johanson, District Mathematics Coordinator & Janena Young, Algebra 2/TAKS Specialist	9/6/2010 – 4/29/2011, every T/Th 4:00pm – 5:30pm	Kumon Math materials \$4,500.00; Extra-duty stipends for teachers \$5,000.00 (2 teachers X \$2,500.00 extra duty stipend)	Economically disadvantaged students will demonstrate improvement on bi-monthly benchmark assessments and progress reports per disaggregated data analysis.

Summative Evaluation: Explain the summative evaluation process for the campus action plan.

The summative evaluation must examine how the group ultimately performed to determine if the processes implemented in the campus action plan have achieved the desired results. As the goal of the action plan is to attain an Exemplary rating in Mathematics on AEIS by 2013, and the specific objective is that at least 90% of all Economically Disadvantaged students at La Vernia High School will meet standard in Mathematics on the 2010-11 TAKS administration, the results of the spring 2011 TAKS administration will provide the first summative data. If at least 90% of all

Economically Disadvantaged students meet standard in Mathematics, then the new processes have proven effective thus far; if not, then the processes are ineffective and require modification.

If efficacy of this objective is proven by at least 90% of all Economically Disadvantaged students meeting standard in Mathematics on the 2010-11 TAKS administration, then the second phase of the summative evaluation (based on this limited campus action plan) will be determining whether or not La Vernia High School achieves its goal of attaining an Exemplary AEIS rating in Mathematics by 2013. Again, the processes implemented will either be proven effective through data analysis verifying that the Exemplary rating has been attained, or will otherwise be deemed to have missed the mark and will require revision.

Part 2: Professional Development Agenda (ELCC 2.3 k-I, s-i, ii, iii; 2.4 k-i, ii, s-I, ii, iii; 2.6 k-i, ii, iii, s-i, ii, iii)

Professional growth is an integral part of a Campus Improvement Plan. In professional learning communities, staff members understand that continuously honing one's skills is necessary for ongoing school improvement.

In Part 2 of this week's Application, you will develop an agenda for a professional development day that addresses the targeted campus need and include a timeline for follow-up professional development.

Directions:

- In Resources, locate and view the PowerPoint, *Professional Development Planning: Matching Trainings to Teacher and Student Learning Needs*, from the School Improvement Resources Center (SIRC) of Region XIII Educational Service Center. This PowerPoint provides information that will help you successfully complete the professional development portion of this assignment.
- Develop a one-day professional development agenda that does the following:
 - Connects directly to the goal/objective cited in the action plan.
 - Includes the topic and subtopics for the professional development day.
 - Includes strategies/activities from Week 3 research that are directly related to the goal/objective stated in the action plan.
- Develop a timeline and plan for follow-up professional development to ensure implementation. Follow-up can include coaching, classroom observations with feedback, staff meetings, lesson plan reviews, and other appropriate activities.

Professional Development Agenda

Action Plan Goal: By 2013, La Vernia High School will meet the AEIS Exemplary standard in Mathematics for all students and all student groups.				
Action Plan Objective: At least 90% of all Economically Disadvantaged students at La Vernia High School will meet standard in Mathematics on the 2010-11 TAKS administration.				
Topic: Promoting a Conceptual Understanding of Mathematics				
Subtopics: Professional Learning Communities, Formative Assessment, Learning Styles of Economically Disadvantaged Students				
Grade Level: Cohorts for Grades 9, 10 & 11	Facilitator: Dr. Diane Fisher, A.S. for Curriculum & Instruction; Becky Johanson, District Mathematics Coordinator	Location: LVISD Support Center Meeting Room #1	Start Time: 8:30am	End-Time: 3:30pm

Strategy/ Activity	Purpose	Description	Steps	Estimated Time
Refreshments & sign-in	Make teachers comfortable, set positive mood.	Meet & greet teachers, sign-in, light morning refreshments.	Meet teachers at door, have sign-in sheet and handouts available, have refreshments available.	8:30am – 9:00am
Teaching Methods Survey	Find out what teachers know and think about teaching math and teaching economically disadvantaged students.	Verbal survey.	Hold impromptu verbal survey to learn what teachers know and think regarding teaching math and teaching economically disadvantaged students.	9:00am – 9:15am
Exploring Formative Assessment	Build support for formative assessment as an instrument of instructional improvement.	Facilitated discussion of research by Stiggins, Chappuis, and Heritage on creating achievement gains through the use of formative assessment.	Facilitators take turns guiding discussion based on Formative Assessment Keynote Presentation, adapting presentation to incorporate and address verbal survey responses.	9:15am – 10:30am
Morning Break	15 minute break	15 minute break, light refreshments available.	Announce 15 minute break, make light refreshments available.	10:30am – 10:45am
Improving Instruction by Forming Professional Learning	Build support for forming PLCs in La Vernia High School to improve	Facilitated discussion of research by Wiliam, Huffman, and Jacobson on	Facilitators take turns guiding discussion based on PLC Keynote	10:45am – 12:00pm

Communities	student learning.	improving student learning through the formation of PLCs.	Presentation, adapting presentation to incorporate and address verbal survey responses.	
Lunch	Lunch	Lunch break.	Provide boxed lunches and refreshments; catered by Food Services Department.	12:00pm – 12:45pm
Addressing the Instructional Needs and Learning Styles of Economically Disadvantaged Students	Familiarize teachers with the unique instructional needs and learning style differences of economically disadvantaged students, high and low achievers, and present methods to improve retention.	Facilitated discussion of research by Caldwell, Ginthier, Kramer-Koehler, Tooney and Beke on differences in learning styles for low and high achievers and using learning styles to improve retention for economically disadvantaged students.	Facilitators take turns guiding discussion based on Instructional Needs and Learning Styles of Economically Disadvantaged Students Keynote Presentation, adapting presentation to incorporate and address verbal survey responses.	12:45pm – 1:30pm
Afternoon Break	15 minute break	15 minute break, light refreshments available.	Announce 15 minute break, make light refreshments available.	1:30pm – 1:45pm
Teaching Conceptual Math	Equip teachers to teach conceptual and problem-solving skills rather than procedural problem solving strategies to	Facilitated discussion of research by Solomon, Bender, Silver, and Rathvon regarding differentiation methods and intervention	Facilitators take turns guiding discussion based on Teaching Conceptual Math Keynote Presentation, adapting	1:45pm – 3:00pm

	students.	strategies for teaching math problem solving skills and concepts to students.	presentation to incorporate and address verbal survey responses.	
Closing Activity: Review and Apply	Review and apply new concepts.	Summarize and review concepts learned during the inservice, use leading questions to spur action by participants.	Facilitators briefly review and summarize the day's concepts, and then attempt to spur participants into action through the use of three leading questions: 1. What could we be doing better, based on what we learned today? 2. What could we be doing differently by applying what we learned? 3. What steps can we take right now (within 48 hours) to start doing things better and/or differently?	3:00pm – 3:30pm
Dismissal	Dismissal	Dismissal	Dismiss staff.	3:30pm

Professional Development Follow-up

Explain in a paragraph how you would follow up your professional development agenda. Include the strategy/activity and a timeline.

Throughout the 2010-2011 school year, ongoing formative assessment data (including benchmark assessment results) for math students in grades 9-11 will demonstrate whether or not teachers are effective in promoting a conceptual understanding of mathematics; additional group and individualized coaching sessions will then be held

by the HS Principal and District Mathematics Coordinator for teachers as needed based upon the analysis of the results. Alternating bi-weekly classroom observations by the HS Principal and District Mathematics Coordinator will be performed to verify modification of teaching practices and incorporation of best practices into the instruction process; these visits will also look for evidence of professional learning community support systems and practices. Two additional half-day, follow-up professional development sessions, designed to reinforce the original day of training while incorporating sharing of best practices, mentoring and modeling, will be held during October 2010 and January 2011 on scheduled inservice days. Supplemental online research-based professional development will be made available to all HS math teachers 24/7/365, focusing on developing student's conceptual math skills, identifying and addressing individual student learning styles, meeting the needs of economically disadvantaged students and using formative assessment to improve learning.

E-portfolio assignment: Complete II-007 "Decision Making and Problem Solving" Course-Embedded Internship Log 2.

E-portfolio assignment: Complete "III-008 Budgeting, Resources Allocation, and Financial Management" Course-Embedded Internship Log 2.

Continue to complete and post Campus-Supervised internship reflection logs in the e-portfolio. All Course-Embedded and Campus-Supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.